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17. ABSTRACT (MAX. 250 WORDS)

Describes a 3-year statewide television experiment conducted by the Texas Education Agency and the Texas Association of School Administrators in cooperation with colleges and universities. The purpose of the experiment was to alleviate the teacher shortage in Texas. The undertaking was designed for college graduates as a training-induction program leading to teacher certification. Appendixes include methods of presentation and program outlines.

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Teacher Recruitment and Education Through Television

A Special Program of the

TEXAS EDUCATION AGENCY

WITH ASSISTANCE FROM

THE FUND FOR THE ADVANCEMENT OF EDUCATION

1956 - 1959

7098

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Teacher Recruitment and Education Through Television

A THREE YEAR REPORT OF THE
TEXAS TELEVISION PROJECT

A Special Program of the

TEXAS EDUCATION AGENCY

WITH ASSISTANCE FROM

THE FUND FOR THE ADVANCEMENT OF EDUCATION

1956 - 1959

TEA-560-500-0828-B400

Foreword

The Texas Project in Teacher Recruitment and Education by Television was an experiment conducted by the Texas Education Agency and the Texas Association of School Administrators in cooperation with colleges and universities under a grant from The Fund for the Advancement of Education. Public service time was provided by twenty-one Texas television stations.

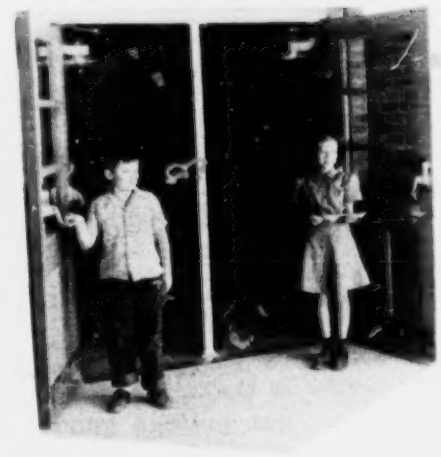
Most Texas newspapers and the majority of State-wide organizations interested in education contributed in some way to the success of the project. We wish to acknowledge especially the valuable support received from the Texas Congress of Parents and Teachers, the Texas Association of School Boards, the Junior League, and the Texas Federation of Women's Clubs.

The support from many organizations and from hundreds of individuals throughout the State is a good example of cooperation directed toward solving educational problems.

This report has four purposes: (1) to point out the positive as well as the negative results of the experiment, (2) to present a representative group of the men and women who registered for the course and are now teaching, (3) to report the experiences of the people who were responsible for the project and (4) to record some of the developments in teacher recruitment, teacher education and curriculum change that in some measure are related to the outcomes of the project.

J. W. Edgar
Commissioner of Education

Will We Have a Teacher?



A teacher shortage in Texas--critical in some areas and threatening in others...

Hundreds of liberal arts graduates of colleges and universities who wanted to teach but were not eligible to teach...

A new challenge for education--television--which could bring a teacher and his classroom into the living rooms of every Texas home...

A bold idea, framed by Texas educators and activated through a grant from the Fund for the Advancement of Education.....

Brought together, these four elements served as the foundation for the three-year Texas Project for Teacher Recruitment by Television.

The high aim was to discover more good teachers for Texas schools. In a large measure, the project accomplished this purpose. It accomplished much more in broadening public understanding of the needs and the problems of Texas education...in stressing the importance of the school and the teacher in the life of Texas children...in encouraging public support and participation in evaluating and improving school curricula.

Each of the three years of the project was complete in itself. The first series of programs, "Let's Teach," was developmental in nature, emphasizing the tools and techniques of teaching. "Adventures in Education," the second series, was philosophical, and the final series, "Curriculum Studies," was devoted to curriculum revision.

These experimental television programs developed a setting and fostered a climate for many of the changes which have occurred and are still occurring in teacher education, curriculum and accreditation standards.

The television project also helped to produce an atmosphere for curriculum development whereby the State Board of Education and school officials throughout the state can rearrange the standards governing the instructional programs of the public schools. The project brought plainly to the attention of the public the problems facing small schools as they try, often with painfully inadequate budgets, to maintain competitive standards.

Programs for improvement which have been stimulated by the project are continuing under state and local support.

The Project Was Directed Toward These Questions:

Is there a reservoir of potential teachers among our college graduates who would be willing to teach if they could meet certification standards?

What factors are involved as college graduates consider returning to the college campus to qualify for permanent certification?

Would a large number of college graduates take a teacher education course by television?

Would these new recruits to teaching be willing to take positions in the areas of Texas where a shortage of qualified teachers exists?

When they are recruited to teaching, do they make successful teachers?

We Found Some Answers:

The reservoir of potential teachers among college graduates is not as large as some of the project planners had wished for. There is, however, a rich source of potential teachers in this group.

They can be recruited--the task is not an easy one.

The per capita cost is high.

The drop-out rate is approximately 40 per cent.

Recruits are not willing to move about much.

They do develop into excellent teachers in a comparatively short period of time.

In the Texas Project

THOSE WHO WERE COUNTED:

College Graduates Registered 1,007

Liberal Arts College Seniors 205

From the total of 1007 registered, 604 are certified and either teaching or planning to teach in the near future.

Teachers and School Administrators in-service registered for Curriculum Study Groups by Television 25,400

Lay Citizens Registered to Study Texas Curriculum by Television 5,163

THOSE WHO WERE NOT COUNTED:

Television station managers estimated the weekly viewing audience at more than 250,000.

Texas college and school administrators have said that perhaps 1500 to 2000 college graduates returned to the college campus to qualify for certification because of the stimulus of the television project.

The Television Students

The following vignettes from the lives of six new Texas teachers are typical of 1, 007 people who were enrolled in the Texas Project for Teacher Recruitment and Education by Television:

They are typical of the many college graduates who probably would never have entered teaching if this project had not been undertaken.

MRS. DOROTHY BLODGETT

Mrs. Dorothy Blodgett was a police reporter during World War II for the Waco News-Tribune.

Her degree from Baylor University in journalism and government was intended to qualify her for a life of political reporting. But she married, and had three children. Her journalism had to wait

Mrs. Blodgett turned to free lance writing and sold many articles.

With the two boys in school and her little girl in nursery school, she found time on her hands again in September, 1957.

She wanted to teach.

Then she heard of "Adventures in Education."

She took the television course and before the adventure was through, she had a job teaching journalism at William B. Travis High School in Austin.

Ernest Cabe, personnel director of the Austin Public Schools, said:

"Finding Mrs. Blodgett for the Travis job was the biggest coup of my year. She is a born teacher. I hope we can keep her."

CAMERON MCKINNON

Only one thing worried Cameron McKinnon, Abilene Christian College graduate, as he began his third year of teaching in 1958. He was assigned five different subjects to teach.

Minister of the Church of Christ at Bandera, Mr. McKinnon felt that a combination of his two principal interests--teaching and preaching--could be done effectively.

He offered to do his part toward solving the teacher shortage by enrolling for the television course and applying for the special teaching permit.

Since then he has taught high school science.

The Bandera school principal, Joe S. King, rated him "above average" as a teacher and "excellent" as a leader of young people.

MRS. ALICE MATTHEWS

Mrs. Alice Matthews is a vivacious brunette, who majored in speech at Louisiana State University where she earned a bachelor of arts degree.

She enrolled for "Adventures in Education" in 1957-58 and again for "Texas Curriculum Studies" in 1958-59.

On the basis of enrollment in "Adventures in Education" she secured a job teaching second grade at Richardson.

She intends to continue teaching. Not satisfied with her professional qualifications, she has started work on her master's degree and is preparing for permanent certification at North Texas State College.

MRS. SUE NEWMAN

Mrs. Sue Newman is the wife of a Navy Petty Officer who never knows where her husband's next three-year hitch will lead them.

Continuity of employment is almost impossible for the Navy wife. Yet Mrs. Newman became a certified teacher in West Virginia and Florida and has accumulated several years of teaching experience.

The West Virginia and Florida credentials do not make Mrs. Newman a certified teacher under Texas law, however, and she was attracted into teaching here by the television project. She was given an emergency teaching certificate and a job as speech and drama teacher at Jones High School in Beeville.

In all, she taught three years in Beeville, the entire time her husband was stationed there.

This is the evaluation of Mrs. Newman's work by Miss Dorothy Davidson of the Texas Education Agency:

"Her principal was very complimentary of Mrs. Newman's work. Although not a 'new' teacher, she impressed me as a superior teacher."

CHARLES DAVID ANDERSON

When the rains [illegible] during the seven-year-period--1950-57 --thousands of farmers had to look for other ways to make a living.

One of these was Charles David Anderson of Weslaco, Rio Grande Valley. In his early 40's, Mr. Anderson liked young people and had long been familiar with the problems and pleasures of teaching. His wife was a teacher.

He enrolled for "Let's Teach" in the fall of 1956. At Christmas time he was employed by the Weslaco Schools to teach a sixth grade class.

An educational consultant who evaluated Mr. Anderson's work described him as "an enthusiastic and skillful teacher, with control of his students without subduing their natural high spirits."

When the rains returned to the Rio Grande Valley, Mr. Anderson resumed his farming. But the elementary program in Weslaco was the richer for having had him.

WILLIAM A. SCHMIDT

About 20 miles from Corpus Christi in San Patricio County on the Gulf of Mexico is the little city of Taft.

The mayor of Taft--elected by the townspeople--in 1956 was William A. Schmidt.

Long interested in schools and teaching, Mr. Schmidt had been a member of the school board. A farmer, he had taught in vocational schools.

He enrolled for "Let's Teach" in both the fall and spring semesters, and taught fifth and sixth grade mathematics in the Taft schools.

Mr. Schmidt felt that teaching was a financial loss to him, but he liked it and was urged to accept a high school science vacancy.

His plans: to continue his education until he receives permanent certification.

MISS CAROL COTTINGHAM

Miss Cottingham studied a year at the Sorbonne in Paris, France. She received an A. B. degree in English from Hollins College, Virginia, and has completed her first year of teaching the first grade at San Angelo.

DR. PRICE BUSH ELKIN

Dr. Elkin earned his A. B. degree from Harvard and the M. A. degree and Ph. D. degrees from Rice Institute. He was a research chemist for ten years before being recruited to teach chemistry at Midland High School.

MRS. RALPH M. GARRETT

"After seven years of marriage and the birth of three healthy little girls, I am beginning to think of teaching school. From the television lectures, I have been inspired to go ahead and take the necessary courses to get my permanent certificate."

MRS. MARJORIE GERNSBACHER

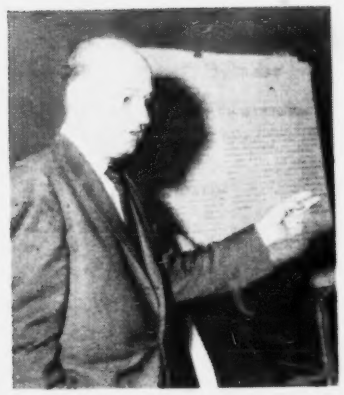
"What I have learned in the television course I try to beneficially apply to my children. Since they are the most important projects in my life, I feel they are entitled to the best education I can give them."

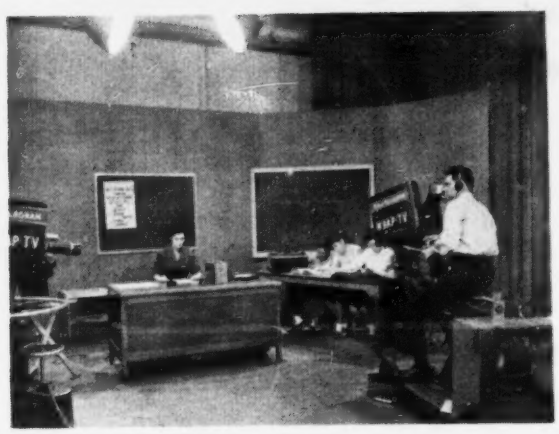
CECIL N. HARDIN

"I have just completed my first year of teaching and have enjoyed it tremendously. I am looking forward to many years of teaching."

MRS. ARLESS B. NIXON

"I am so very happy with my teaching position in the Fort Worth elementary schools and do feel that the television series was the spark that stimulated my desire to take further education and start teaching again."





Evolving of the Idea

Evolving of the Idea

On a winter week end late in 1955, a group of 63 men and women met in Austin to plan for the future of educational television in Texas.

The 63 were serving voluntarily as members of the Texas Commission for Educational Television. Established by the Legislature, with its members appointed by the Commissioner of Education, this Commission was asked to evaluate the potential of educational television in Texas and to make recommendations concerning the disposition which should be made of the 18 non-commercial television channels allocated by the FCC for educational use in Texas.

After a round of comments and optimistic forecasts of the possibilities television offers to education, the meeting recessed for lunch. Everyone realized that more money than was in sight would be needed to capitalize on the possibilities that were there.

Before the commission resumed its work for the afternoon, a subcommittee, responsible for the agenda, put together two of the problems that had been bothering Texas educators--how to use television for education and how to find more qualified teachers for Texas schools. The idea suggested that a foundation--perhaps the Fund for the Advancement of Education--would be interested in an experiment that would offer a specially designed course to recruit teachers by television.

The idea was born.

It grew rapidly.

Texas television stations offered to donate time to make such a project feasible.

Just a few days later, January 3, 1956, the State Board of Education adopted a resolution endorsing an educational television project, affirming that it would "result in securing many able new teachers for Texas schools in the next three to five years. . ." and inform tens of thousands of our citizens upon the nature and attractiveness of teaching."

As presented and approved by the Fund for the Advancement of Education, the Texas Project in Teacher Recruitment and Education by Television would activate hundreds of potentially good teachers, men and women with liberal arts degrees who would form a "reserve force."

The plan was to "call up these men and women to active duty." For an analogy to this project, its planners recalled World War II, when the United States had a serious manpower shortage. Army, Navy, and Air Force officers were needed immediately, so from the vast numbers of college graduates was recruited a reserve officer force--citizen soldiers.

Their success is history.

The idea behind the Texas Project was to recruit a similar reserve force of "citizen teachers" who could help solve the critical manpower problem in the teaching profession.

Potential teachers--the ones with liberal arts degrees--were all about us:

They were in the kitchens, around bridge tables, at hobby shows. They were housewives, many with children now grown into school age. They were women who could take a job.

They were salesmen, stenographers, social workers, journalists--people who had wanted to teach for a long time, but who couldn't afford to leave their jobs to go to college for a semester or two to take courses.

They were people who used to teach but who, because of family or some other reason, had quit teaching and had let their credentials lapse.

They were men and women who had moved to Texas from other states where laws governing teacher certification are different.

The State Board of Education's resolution suggested three steps for recruiting teachers:

1. Carefully organized efforts in communities to locate and interest mature college graduates who are good prospects for teaching.

2. The presentation via television broadcasts, with collateral activities, of a training-induction program for these prospects in each major population center. These television programs were to be so designed that they also would have general viewer appeal.

3. The provision of legal means whereby prospective teachers completing such preparation could be employed and receive on-the-job experience while completing the requirements for permanent certification.

These ideas were endorsed in early April, 1956, by the members of the Association of Texas colleges, superintendnets of all school

systems in cities where commercial television stations were operated, the Texas Association of School Administrators, State Board of Examiners for Teacher Education, Texas Association of School Boards, Texas Congress of Parents and Teachers, Texas Classroom Teachers Association, Texas Broadcasters Association, and the Junior League. Approval of the project grant was received from The Fund for the Advancement of Education on April 30, 1956.

The need for teachers in Texas had been urgent for many years. Approximately four per cent of teachers in Texas lacked college degrees in 1956 when the television project was begun. The project was intended to hold the line insofar as possible and prevent the percentage of non-degree teachers from getting larger.

Texas was employing annually from 2,000 to 3,000 teachers without degrees. With record numbers of children entering the schools, the need for new teachers became even more imperative.

Official statistics on births recorded in Texas indicated in 1956 that 3,000 new teachers would be needed each year during the following three years to take care of the increase in school enrollments. Another 6,000 teachers would be needed each year to replace teachers leaving the profession for retirement or to take other jobs. An actual count of students enrolled for teacher education in colleges and universities in 1956 revealed that the annual demand for 9,000 additional teachers could not possibly be met from that source alone. The 51 Texas senior colleges and universities graduated in 1955-56 approximately 7,300 persons prepared to teach. Only about 4,800 of these graduates actually took teaching positions in Texas schools.

This added another deficit of 4,200 teachers.

The State Board of Education, realizing their responsibility to take the lead in over-all planning to meet the teacher shortage, hit this problem head-on.

Of course, the television project was a gamble. It was an experiment. It was a long shot. It had not been tried before.

The Fund for the Advancement of Education liked the idea.

"We'll try it one year and then see if it ought to be continued," said Dr. Alvin Eurich, Vice-President of the Fund.

So they did. It was continued for three years.

Work Experience of Potential Teachers

Of the students who enrolled, 67 per cent had worked before, but not in teaching. The majority of the 33 per cent who had no work experience were housewives whose babies and other family obligations had prevented full-time employment.

Fifty-four per cent of those who reported work experience had been employed in business. The great majority of this group (97%) had worked six or fewer years. A majority (67%) had worked three or fewer years.

Apparently, teaching is most likely to compete with business for those people with limited experience. Salary also could be a major contributing factor.

Only 13 per cent of the total with work experience reported experience in industry. The majority of this group (61%) had worked three or fewer years. The small percentage with industrial experience is better understood in the light of the 3 to 1 ratio of women to men enrolled. It was apparent that teaching and the television course did not attract people in significant numbers from industry.

A surprising number of those with previous work experiences had been employed in education. The number with teaching experience was 21 per cent of those with work experience.

In this group, slightly more than half of them (62%) had worked three or fewer years. Teaching experience had been gained on substandard teaching certificates and in schools that did not require certification, such as private and vocational institutions.

Summary

Who Wanted to Teach?

More than nine hundred (900) Texans with bachelor's degrees answered the Texas Education Agency's first survey affirmatively, saying that they would like to teach in Texas.

From this survey, it was learned that many more women than men want to teach, that men elementary teachers are still rare, that women who want to teach are not often willing or able to move where the jobs are.

It was not surprising that in a random survey made of 402 who said they wanted to teach, 307 were women and 95 were men.

Women are so far in the lead in most Texas schools that the Texas Outlook in its May, 1957, issue gave special notice that at Blanco High School in Blanco County the men teachers actually outnumber the women teachers.

Of the 95 men who indicated a willingness to teach, only seven preferred elementary school while 74 definitely preferred high school. Fourteen indicated a willingness to teach at any grade level.

Men outnumbered the women in their preference to teach social studies (22-19), sciences (17-6), mathematics (16-4), and health and physical education (7-3). Women monopolized the job seeking in homemaking (22-0), and were far ahead in English (39-8) and commercial subjects (21-4).

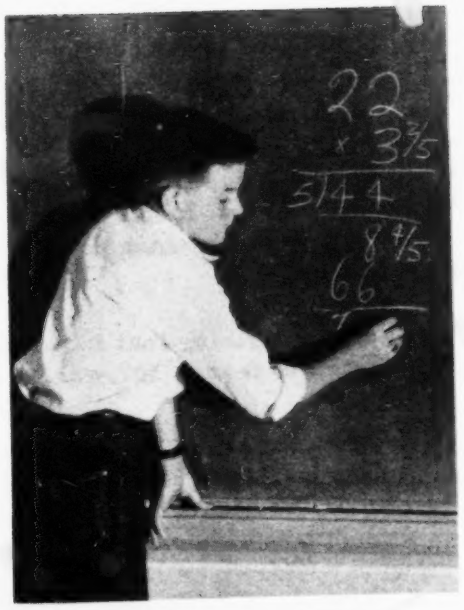
The survey included 307 women, and less than one-fifth of them--60 women--said they would consider moving their place of residence in order to accept a teaching position.

Of the men, 47.2 per cent said they would be willing to move.

Married women who teach often are influenced by their husband's place of employment. A wife's job opportunity is restricted to commuting distance from where the husband works.

This immobility of prospective teachers indicated the need for specialized recruitment in areas of the state where a definite teacher shortage existed.

A critical shortage of teachers existed especially in the rural areas, while most of the cities had a plentiful supply.



Let's Teach

"Let's Teach"

"Let's Teach," the first of the three television experiments, was designed to give a new teacher the basic information needed to conduct a class, plan lessons and understand the children.

It was an introductory course in teacher education, containing the practical answers to beginning teachers' questions.

A grant of $95,700 for "Let's Teach" was approved by the Fund for the Advancement of Education in April, 1956.

Less than five months later the program was being televised weekly over 14 television stations in major population centers of Texas.

Three persons were assigned full time to the project staff beginning June 1, 1956.

Their first concern was time.

How could it all be done in three months--scripting programs, making films, recruiting students, securing definite commitments from the television stations, workshops for television instructors and local coordinating committees, format for the series, etc.

A local coordinating committee composed of school, college and lay representatives was established in each of the fourteen television communities. This committee had responsibility for publicity, all local arrangements with the television station, employment of the television instructor, interpretation of the project to local people, and all necessary managerial functions.

In order to get the project underway, college and public school administrators agreed with television consultants that live studio presentations originating at local stations with local educators as instructors would have certain advantages of direct appeal during the first year.

Eighteen college and public school teachers were engaged to teach the course. Each would make one 30-minute presentation each week for 26 weeks from one of the 14 participating television stations.

Although the instructors were free to write and present their own lectures, they requested the project staff to provide outline scripts and visual materials. In actual practice, most of the instructors adhered closely to the staff-written scripts.

The content of the scripts was planned by representatives of teacher education institutions, who made suggestions about what should be in

a beginning course in education designed for college graduates. The outline was approved by the State Board of Examiners for Teacher Education.

The first semester of "Let's Teach" included four main topics: "Overview of the School and Teaching," "The Pupil," "The Curriculum" and "The Teacher in the Classroom." Second semester topics were: "Teaching Materials," "Staff Relationships and Special Service," "Relationships with the Community and the Profession" and "Self-Evaluation."

Since all senior colleges in the State were participating, students enrolled in the college or university of their choice.

Study guides, which were distributed through the enrolling colleges, included reading references, written assignments, questions for study, and suggested observation activities to be conducted in cooperation with the public schools. A final examination was administered each semester.

By the end of the first year of the television project, Texas education had become the beneficiary of the largest single public service contribution ever made by the television industry in Texas.

A total of 364 live 30-minute studio presentations had been made, using the staff and facilities of commercial stations.

By the end of the first year of the project numerous guide posts had been set. Valuable experiences were recorded and answers were in sight to some of the original questions.

The 204 college graduates who enrolled during the 1956-57 year were not enough to overcome the serious teacher shortage. Yet they pointed the way to the project's larger enrollment of the next year and brought some of the basic issues in teacher education out for state-wide consideration. During 1959, the Legislature and the State Board of Education have devoted extensive study to some of these problems.

Although the enrollment in the project by potential teachers was not large the first year, it is significant that most of the 1956-57 enrollment was in those areas of Texas where the greatest need for teachers existed and where school superintendents were most active in soliciting recruits for the project.

A definite relationship existed between enrollment and the probability of the enrollee finding a teaching position.

More students gained their information about the project through newspapers than through any other medium (76 of the 204).

A state-wide team, working toward a common goal, was established:

The State Department of Education

Local school faculties

College and university representatives

Lay and professional organizations

The television industry

The press

The Fund for the Advancement of Education

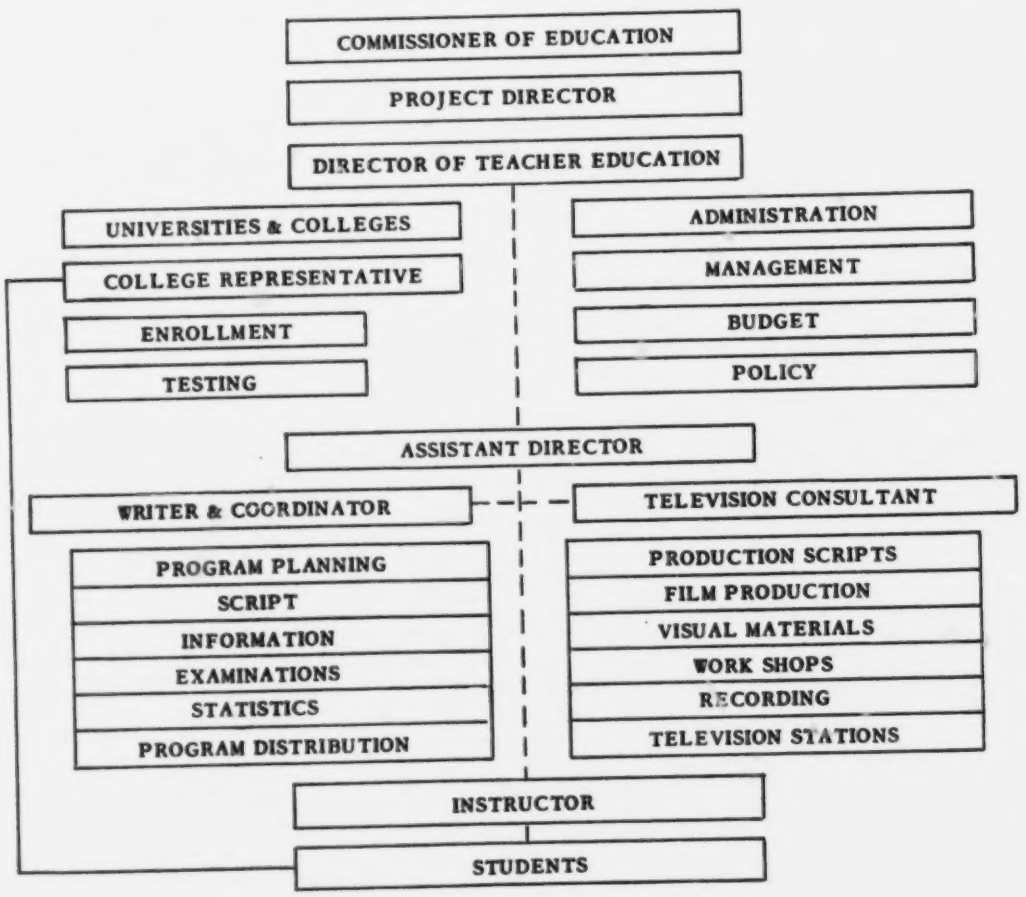
Local school and college teachers demonstrated a new technique of teaching by television.

One of the project's most profitable outcomes during that first year was the wide dissemination of information about teacher preparation and what is taught in Texas classrooms.

Organizational diagram 1956 - 57

Let's Teach

TELEVISION PROJECT IN TEACHER RECRUITMENT AND EDUCATION



1956-1957

"LET'S TEACH"

Local instructors from fourteen television stations used a master script prepared by a Texas Education Agency staff.

Adventures in Education

"Adventures in Education"

"Adventures in Education" was designed as a scholarly course in teacher education--written for an audience of college graduates. An outline of all programs is presented in the Appendix of this report. They included topics such as "Education as the Living Past," "The Direction of Education," "Patterns and Operations of Education," "Cycles of Education," and "The Open Future in Education."

In the spirit of experimentation, area committee chairmen, consultants to the project, and broadcasters were almost unanimous in recommending that a Texas network be organized for the second year of the project. The experimental nature of the project provided for flexibility; therefore, the second year design carried numerous changes from that of "Let's Teach."

The National Broadcasting Company agreed to make available its network facilities in Texas. The program originated at WBAP-TV in Fort Worth. Eighteen Texas stations, including all 14 of those giving time to the project during the second semester of 1956-57, agreed to present the network programs weekly on a public service basis. The four new stations added were KTBX-TV, Bryan; KCTV-TV, San Angelo; KTRE-TV, Lufkin; and KFDM-TV, Beaumont. It was possible to tie 11 stations directly to the live network. The other seven used kinescope recordings which are now available on sixteen millimeter film at the State Film Library in the Texas Education Agency, Austin. At the time, "Adventures in Education" had the largest network of stations of any educational program in the United States.

Two university professors carried major responsibilities for the second year of the project. Dr. Arthur H. Moehlman, professor of the history and philosophy of education at The University of Texas, wrote and presented a 26-week series, "Adventures in Education." Dr. Moehlman is an educator with broad teaching experience. He has traveled and studied extensively in Europe, Asia, and Latin America. He is an authority on comparative education which is the title ("Comparative Education") of his best known book. An experienced television producer, Lyle Hendricks of the Radio/Television staff at The University of Texas produced and directed the series.

The project was designed at the beginning for college graduates with a liberal arts background. It was noted that 50 per cent of the students enrolling in "Let's Teach" courses did not have liberal arts backgrounds. Since the non-liberal arts graduates in the first year had proved themselves to be competent teachers, the second year's recruitment program was opened to all four-year college graduates.

The local coordinating committees contributed extensive efforts to provide local stimulus to enrollment. In emphasizing recruitment, newspapers, alumni publications of colleges, club and organization publications were sent releases written especially for their readers. School census enumerators, working house-to-house, had distributed literature about the project early this year. School superintendents and college officials also spread the word that the course was being offered, and that a temporary teaching permit was available for enrollees in the course.

Some colleges and universities gave credit for the course. All enrollment was through a Texas college or university, as it also had been during the first year. Forty-five colleges participated. (See appendix p. 38)

Some colleges opened enrollment in "Adventures in Education" to college seniors under a special plan whereby the students would become eligible for a teaching permit immediately after graduation. This was helpful to liberal arts college students who discovered, as they approached graduation, that they would like to teach.

When registration was completed, 543 students had enrolled in "Adventures in Education." This was nearly three times as many as enrolled for "Let's Teach."

In both "Let's Teach" and "Adventures in Education," examinations were administered at the end of each semester. Prepared by the project staff, the examinations were mailed to representatives of each college and university who proctored the tests. The examinations were graded by the television instructor. Records of satisfactory or unsatisfactory achievement were sent to the college representatives who in turn advised the students. "Let's Teach" had 105 students who took the first semester examination and 150 who took the spring examination. Of the 543 students enrolled in "Adventures in Education" 424 took the first examination and 345 completed the second semester examination.

The first year the typical cost of enrollment which was charged the television student by the participating college was $48. (This was reduced in 1957-58 to $15.)

Often there were no jobs in the area in which a prospective teacher lived. This was the old problem of shortage in rural areas and of plentitude in most large cities (except El Paso).

For some students the trip back to the campus of the college that enrolled them in the television course was a major journey, so in exceptional cases examinations were proctored by a county superintendent or some other public official.

Mrs. Betty Murphy of Garland, for example, enrolled for "Adventures in Education" through Texas Western College in El Paso--645 miles from Garland. She viewed the lessons over WBAP-TV in Fort Worth. On examination day, she drove only 15 miles to Southern Methodist University and took the test with the SMU class--instead of driving the 1,290-mile round trip to El Paso.

One enrollee--a housewife--gave up and didn't take the examination at all. But her problem had nothing to do with the course, and these same problems would no doubt have interfered with her teaching schedule had she had a job.

"Four small children and the cold season," she wrote, "netted me two dozen colds, four cases of chicken pox, four of measles, six of virus, two of bronchitis, one of asthma, and one light case of pneumonia, short funds, and no car. Next year should be better."

As in the previous year, a great variety of potential teachers were found and enrolled. Approximately half of the enrollees for "Adventures in Education" [illegible] holders of bachelor of arts degrees (257).

Other degrees held by television students included 149 bachelor of science degrees, 38 bachelor of business administration degrees, 14 master of arts, 11 bachelor of fine arts, 10 bachelor of journalism, [illegible] bachelor of medicine, master of science, bachelor of laws, bachelor of philosophy, master of business administration, bachelor of divinity, master of education, doctor of dental surgery, bachelor of applied literature, bachelor of chemistry, bachelor of literature, doctor of philosophy and a doctor of veterinary medicine.

The 543 students enrolled in the second year of the Television Project did their undergraduate work in 40 of the 48 states in the Union. Seven had earned baccalaureate degrees from foreign institutions and two were graduates of colleges located in Washington, D. C.

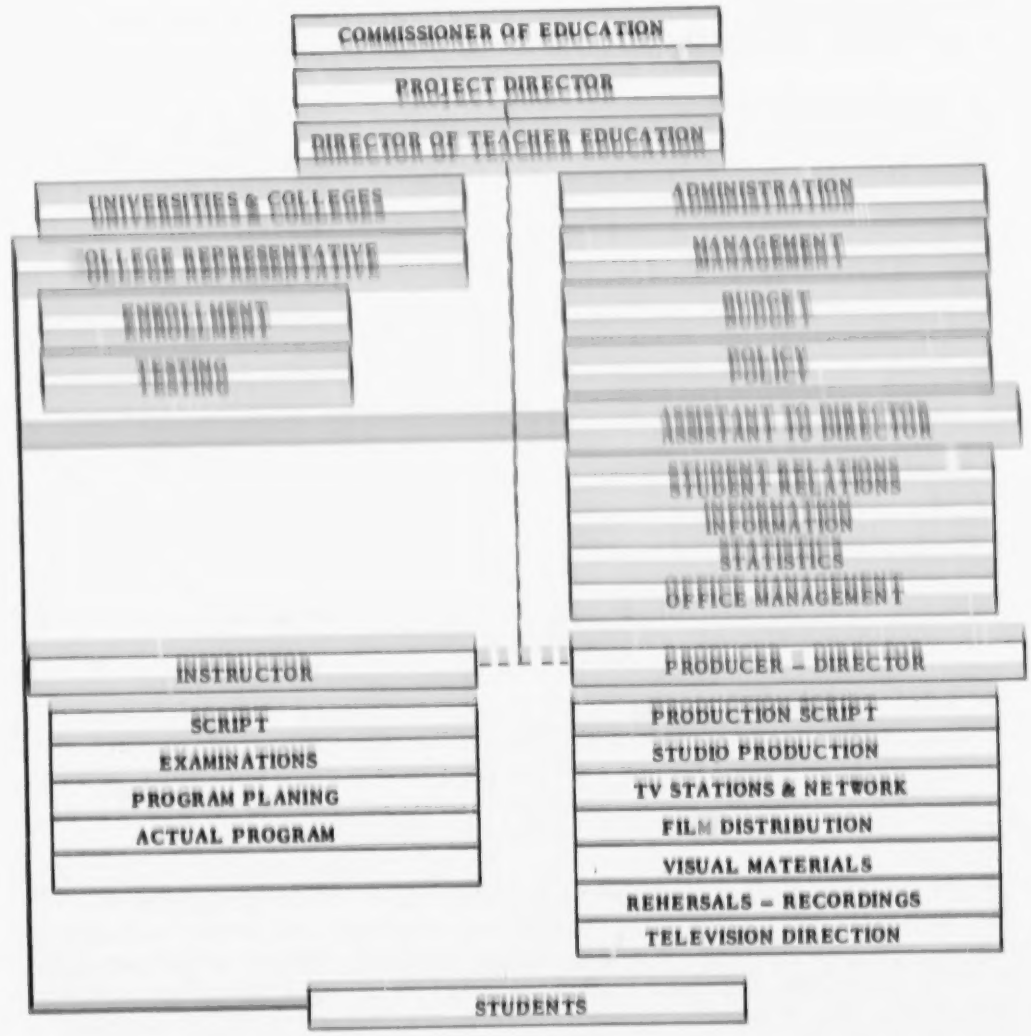
Members of the "Adventures in Education" class included 106 housewives, the largest single occupation. Seventy teachers were enrolled, 12 ministers, three members of the Armed Forces, four secretaries, two lawyers, one milkman, one florist, one nurse, one interior decorator, one chemist and one treasury department investigator.

There was the Port Arthur student who wanted "to be prepared to teach in case of another work dispute at the plant where my husband works," a Los Alamos research scientist with a doctor of philosophy degree, a retired dentist, a University of Texas beauty queen now a housewife, and hundreds more. They are versatile and interesting groups of people.

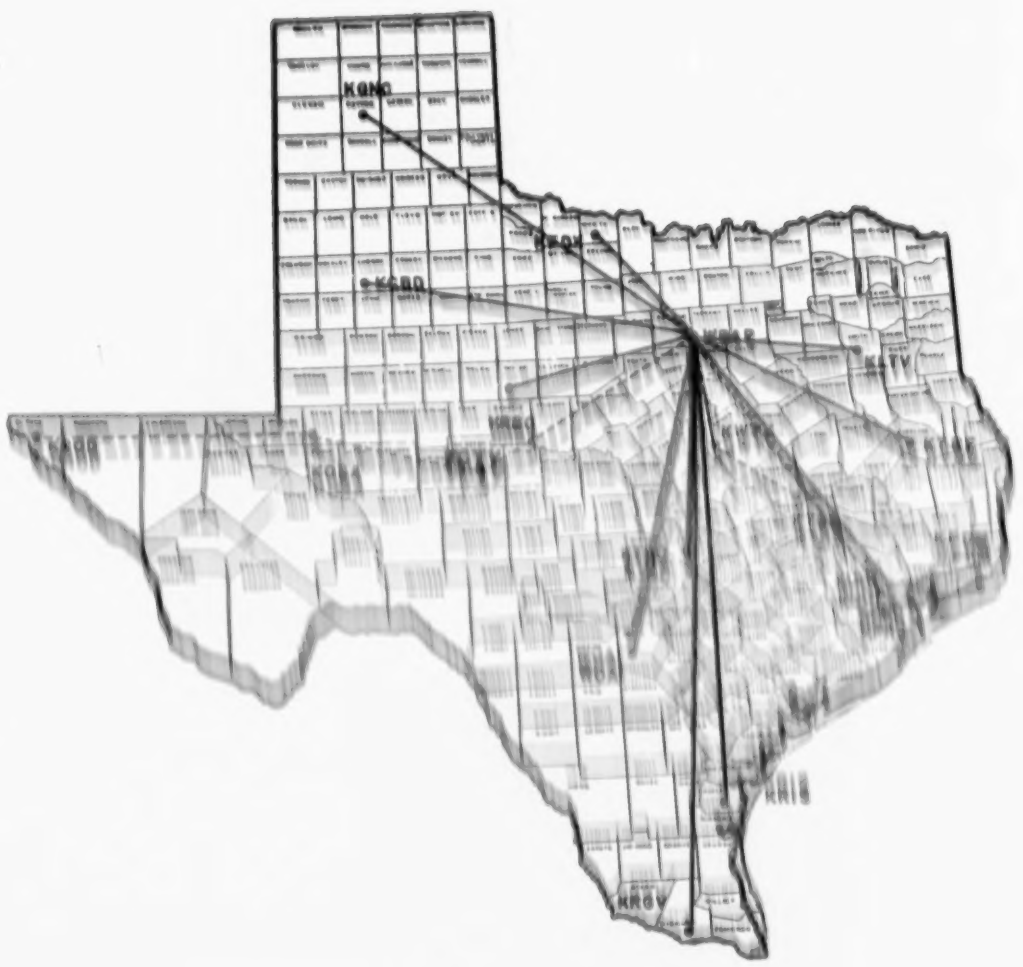
Organizational diagram 1957 - 58

Adventures in Education

TELEVISION PROJECT IN TEACHER RECRUITMENT AND EDUCATION



1957-1958



"ADVENTURES IN EDUCATION"

Programs were produced at WBAP – TV and carried on the NBC Network by twelve stations. Six other stations were serviced with kinescope recordings.

Texas Curriculum Studies

"Texas Curriculum Studies"

The third year of the Texas Project combined four important phases of [illegible] in a television project [illegible] teacher recruitment [illegible] in the [illegible] television program for [illegible] Americans [illegible] a television broadcast prior to [illegible] meeting and [illegible] a series of [illegible] programs [illegible] and [illegible] problems [illegible] study of the needs of the elementary and secondary curriculum.

Emphasis of the 1958-59 television series was on studying the need for curriculum change and development, as well as on the continuing problem of finding more good teachers for Texas schools.

The Texas Association of School Administrators joined the Texas Education Agency as co-sponsor of the project. The TASA organized a state-wide study program for school administrators, teachers and interested citizens based on the 26-program television series and curriculum study guides.

Local superintendents, members of the Texas Association of School Administrators, organized [illegible] teachers and [illegible] lay citizens into study groups. These groups looked at the television presentations, studied the curriculum study guides distributed through the school superintendents office, and talked over their own ideas about the school curriculum, and reported their suggestions to the curriculum commissions.

[illegible] were selected by the Television Project staff with the advice and assistance of the Project Steering Committee of the TASA.

For four years the TASA had been actively engaged in an intensive [illegible] Texas schools. The superintendents [illegible] on television. [illegible] to improve their own teaching.

Responsible for the maintenance of high professional standards in Texas schools, the TASA gave enthusiastic support to the television series for all three years. Then, during the final year, became an equal partner in the undertaking.

In 1956 the State Board of Education began studying the high school graduation requirements in Texas, asking for an intensive study of the school curriculum. The board authorized the establishment of 11 state curriculum commissions to make this study.

[illegible]

[illegible]

[illegible]

What about grouping? Should it be according to ability within the classroom? Or should the gifted students be all together in one room?

Outstanding educators on the "Texas Curriculum Studies" series included Dr. Alvin Eurich, Vice-President of The Fund for the Advancement of Education; Dr. W. T. Guy, professor of mathematics at The University of Texas; Dr. Frederick Eby, famed educational philosopher; Dr. Paul Rehmus, Consultant for The Fund for the Advancement of Education; Dr. C. C. Doak, chairman of the biology department at Texas A & M College; Dr. Walter Prescott Webb, author of the frontier theory of history; Carlos Rivera, who conducted a demonstration class in the teaching of Spanish as he does it with El Paso elementary school children; U. S. Secretary of the Treasury Robert B. Anderson who told of the challenges facing Texas schools in relation to defense and education; and many others, all of whom are listed in the program outline of this report. (See Appendix)

Actively participating in the 1958-59 series were more than 30,000 teachers, school administrators and lay citizens throughout the State who viewed the programs, then got together in meetings to discuss the local implications of the program and how the ideas expressed on television could be used to improve local teaching.

Also, 259 additional college graduates took the course as a prerequisite for a teaching permit.

Nineteen stations including KUHT-TV, educational station of the University of Houston, expressed their willingness to continue their participation.

All participants in the project were provided copies of study guides which were developed jointly by the Texas Education Agency staff and representatives of the Texas Association of School Administrators.

Students enrolled in the telecourse used Dr. L. D. Haskew's This is Teaching as a textbook. Recordings of all programs are available on sixteen millimeter sound film from the State Film Library, Texas Education Agency, Austin, Texas.

As Texas curriculum study commissions weighed proposals for changes in the curricula, careful attention was given to experimental programs in other states--to the ferreting out and trying out of new ideas.

Texas Education Agency staff members, with a supplementary grant from the Fund for the Advancement of Education, visited cities throughout the country where education experimentation is taking place in areas of special interest to Texas schools.

The staff members brought back their findings and observations with the idea of adapting some of them to the Texas situation.

Visited were such projects as the Rocky Mountain Area Project for Small Schools in Colorado; the Catskill Area Project in Small School Design in New York; Closed-Circuit Television Teaching in Hagerstown, Washington County, Maryland; the Newton, Massachusetts, experimental program in teacher utilization; the Florida State University's Modern Language Program; the Michigan Curriculum Study; and the Portland, Oregon, Curriculum Study.

The Texas Small Schools Study

In keeping with other school improvement projects in the State, the Small Schools Association and the Texas Education Agency are jointly sponsoring a study of the small school and its services to the children of a community. When curriculum revision is considered in Texas, the small school plays a prominent role. For purposes of the study, a small school is defined as one with 500 or less in average daily attendance. There are 1581 school districts in Texas. Of this number, 1089 fit the above definition.

This study is an experimental project designed to discover whether a local school system, working in cooperation with other agencies, can, if it is well organized and well administered, contribute significantly to the improvement of living in a rural community. To justify its existence, the school must offer a high quality program of education to all children in the community.

How is a program of this type started? Usually, such a program grows out of a problem. The problem leads thoughtful people to ask questions and seek answers to their questions. The answers they seek become goals, and the means they derive to find the answers become the program. Such a program, therefore, starts with goals. Goals for this project, as originally stated, are to develop practical suggestions that will assist the staff of a small high school in developing means whereby the following elements of strength might be developed: (1) a high quality instructional program, (2) imaginative use of existing equipment and materials, (3) improved use of teachers' time and talents, (4) a guiding and testing program, (5) scheduling practices, (6) teacher recruitment and retention, (7) in-service development of teachers.

To accomplish these and other goals, an advisory commission on small schools has been appointed by the Commissioner of Education to guide the staff that has been assigned to the project.

Teacher Education Interest Stimulated

The Texas teacher education institutions--colleges and universities--are led by far-sighted men who saw in the television project an opportunity to tell the story of teacher education to a state-wide television audience. It was their belief that any interest in teacher education would increase all interest in teacher education.

Many prospective students never enrolled in the course, but became interested in teaching by viewing the T V programs and enrolled in regular teacher education classes at colleges and universities. The requirements for certification were fulfilled through established teacher education programs.

Texas standards for teacher education are a balance of culture, major subject education, and education courses. Forty per cent of an education student's time in college is spent in the liberal arts, 40 per cent in his special field (in learning WHAT to teach), while 20 per cent of his courses are courses designed to develop professional competence. Student teaching, actual on-the-job classroom work, is a part of the 20 per cent devoted to professional competence.

Most of the new teachers recruited through the television course found, after only a few weeks in the classroom, that they wanted and needed more guides, more ideas to help them teach and understand children. These teachers--college graduates all-- knew the subject matter, but they recognized the need for additional preparation to equip them for giving their best in the classroom.

Miss Rebecca L. Tumlinson, world history and general science teacher at Channelview, was employed after she enrolled for the "Let's Teach" course in 1956 and was granted a television permit to teach. Miss Tumlinson had been interested in teaching for a number of years, but had hesitated to accept employment because of the quantity of resident work she would have to do at a college. Miss Tumlinson liked teaching so well that she has begun, using her summers, in a residence plan to complete requirements for permanent certification. Her superintendent said that if a poll were taken among the students, Miss Tumlinson would be elected the most popular and effective teacher in the school system.

Mrs. Mary Jo Holliday of Austin took the "Adventures in Education" telecourse. It so inspired her that she is continuing her education--working for a master's degree with the objective of teaching.

Other television students, like Mrs. Arless B. Nixon of Fort Worth, took the telecourse, then enrolled in a teacher education institution. She completed 12 hours in elementary education during a summer session and is now teaching in an elementary school of Fort Worth.

Such reports from students were repeated over and over, indicating that the television course was the spark which sent many excellent teachers into the profession.

Of the students enrolled in "Adventures in Education," 35 completed college courses simultaneously with the television course. All of the courses listed were requirements for teacher certification. Approximately 90 per cent of the courses were education courses, the remainder being constitutional requirements such as Texas Government and Federal Constitution.

Another 116 students said they were planning to take courses to work off certification requirements, some through summer school attendance.

The telecourses were worked out with the full cooperation and help of the teacher education institutions. The immediate purpose of the educational telecasts was to qualify teachers for certification, and the content of the programs was planned to meet the standards with a course which was designed for mature college graduates.

The colleges maintained control of credits given for the course, and this varied among the institutions. Fees for the telecourse were paid to the registering college and were usually those paid by regular extension students of the college or university. In 1957-58 the fee for the telecourse was reduced to $15 in all except seven of the participating institutions. Six of those charged $30 and one, Rice Institute, charged no fee to enrollees who had done their undergraduate work at Rice. During 1957-58 alone, the participating institutions collected more than $8,000 in registration fees for the "Adventures in Education" telecourse. These fees were kept by the colleges to cover expenses connected with the project.

Wayland College at Plainview and St. Mary's University at San Antonio experimented with the "Adventures in Education" series by combining it with on-campus courses. In Wayland, ten graduate students began their class each Saturday by viewing the 30 minute television program and taking detailed notes. A discussion period then followed and each point in which class members were interested was discussed thoroughly. Students made frequent references to "something I read." One Wayland student commented, "Although I do spend a great deal of time reading, I feel that I am getting more from this one class than I generally get from a 15 hour load."

In 1955 the Texas Legislature passed a new Teacher Certification Law which raised the legal requirements for the teaching profession and prescribed a minimum requirement of the bachelor's degree for permanent certification. It also placed the responsibility for recommending persons for certification with the state approved colleges and universities.

The greatest threat to higher professional standards, of course, was an increasingly critical shortage of qualified teachers. If no legally qualified teacher can be found to fill a vacancy and the school superintendent certifies before a notary public that an emergency exists, he is authorized to employ the available person who most nearly qualifies for the vacant position.

The gap between the number of young people going into teaching and the number of vacancies to be filled had been widening year by year. It was obvious that not enough fully certified teachers would be available to satisfy the supply of and demand for teachers; the next best thing was to insure that newcomers to the profession have at least a four-year college degree.

One of the great benefits of the telecourse was to enable students living outside college communities to qualify themselves to teach. Forty-seven per cent of the students who enrolled in "Adventures in Education" lived outside college towns. This high percentage was not anticipated since the colleges located in the major population centers of Dallas, Houston, Fort Worth, San Antonio, Austin, and El Paso had great pulling power within their own municipal limits. More than 90 per cent of the students enrolled in Texas Western at El Paso were residents of El Paso. Exactly 90 per cent of the enrollees of Southern Methodist University were residents of Dallas. On the other hand, there were colleges which appealed entirely to students living outside the city or town in which the colleges are located.

West Texas State College at Canyon had 23 students in "Adventures in Education," none of whom lived in Canyon. Texas Woman's University at Denton had 10 students, none of whom lived in Denton. Sam Houston State College at Huntsville had nine students, none of whom lived in Huntsville. In this same category were Mary-Hardin Baylor at Belton and Stephen F. Austin State College at Nacogdoches.

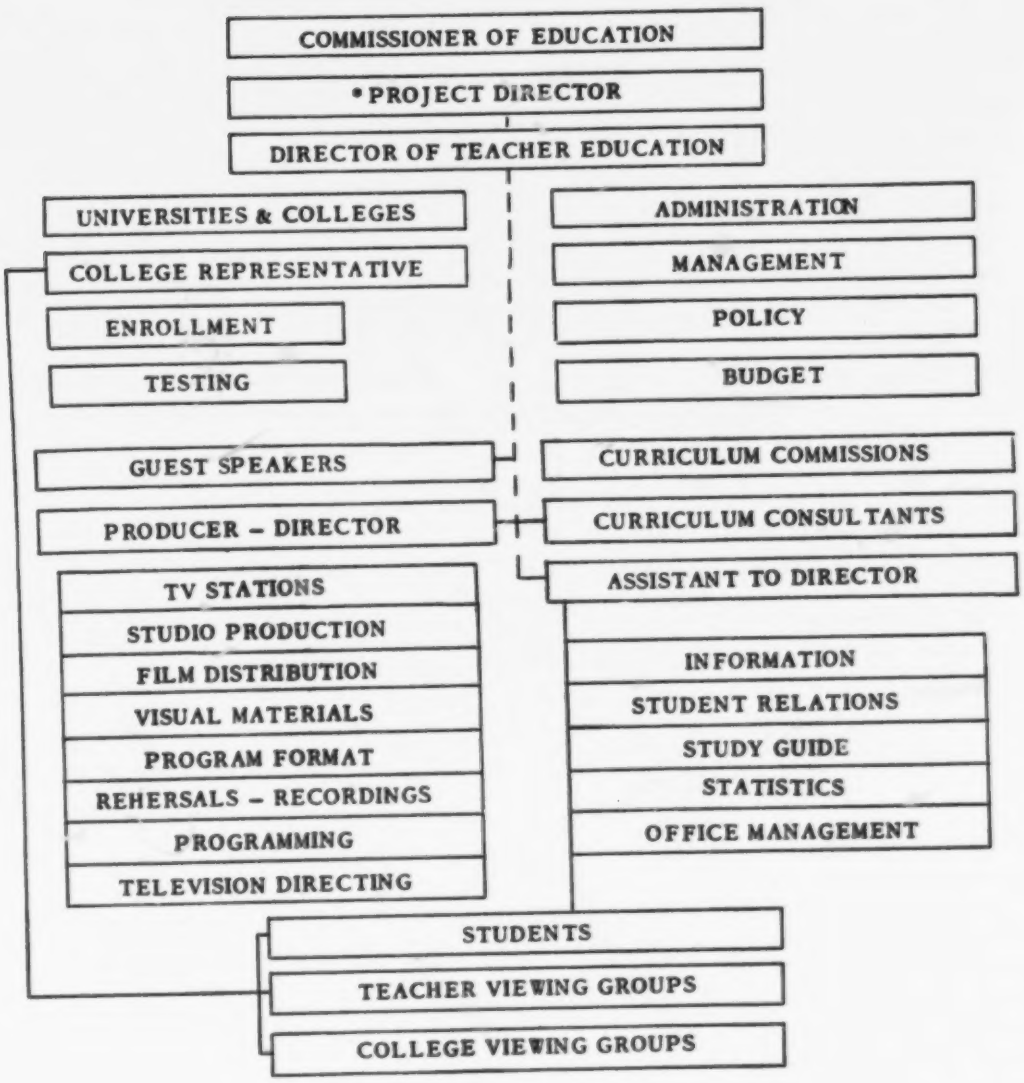
An analysis of the Sam Houston "Adventures in Education" enrollment indicates how far these students would have had to travel to take residence courses at the college:

Luther Bohannan, Palacios--178 miles
Mrs. Irene Burnham, Fort Stockton--507 miles
Truett A Dennis, Waco--132 miles
Mrs. Lillian Etheridge, Conroe--30 miles
Hensley Keith, Louise--152 miles
Mrs. Gertrude Loper, Conroe--30 miles
Robert L. McKinney, LaPorte--93 miles
Mrs. J. Ross Martin, Conroe--30 miles
Mrs. Louella Noland, Dayton--80 miles

Television brought the classroom to their living room.

Organizational diagram *1958-59*

Texas Curriculum Studies

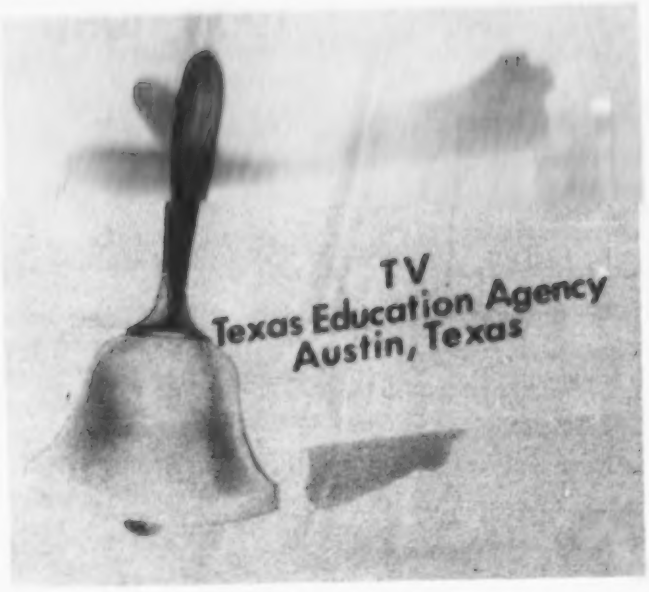


• *television program moderator*

1958 - 1959

"TEXAS CURRICULUM STUDIES"

All stations were serviced with kinescope recordings.


TV
Texas Education Agency
Austin, Texas

WANTED!
TEACHERS
FOR
TEXAS
SCHOOLS..

Summing Up

Summing Up

Can something be done to relieve the Texas teacher shortage through a state-wide recruitment program aimed at college graduates?

That was the principal objective of the Texas Project which has completed its three-year experimental program.

Of the 1,607 college graduates who enrolled in the course during one of its three phases, approximately 60 per cent have continued their preparation for teaching.

These new teachers for Texas schools have, according to testimonials from the superintendents--the men who hired them--been an excellent group of people, well-educated, with attractive personalities and innate ability.

They are people who have a definite desire to teach. They are, in the main, mature persons, who have lived richly and bring to teaching a wealth of experience. Superintendents found they compared favorably to other beginning teachers who had not the life experiences of these mature college graduates.

Directors of the project have said, "All we can count are those who registered for the course, but we are confident that many more teachers for Texas schools were recruited through the project. Many who wanted to teach chose to go back to college and take the courses necessary for permanent certification. Conservative estimates place the number at approximately 2,000."

School administrators and teachers throughout the state have said the project has influenced increasing numbers of high school students to choose teaching for a career as they enter college.

Despite constantly increasing enrollments in the schools of the state, the teacher shortage has not become appreciably more acute.

The challenge is being met, and the Texas Project assuredly helped in many ways.

From the project, certain facts have become quite clear:

Graduates of liberal arts college programs are difficult to recruit into teaching.

The per capita cost is high. Of those who take the first step and register for a television course, approximately 60 per cent complete requirements for permanent certification.

Those who complete the program make excellent teachers. During the three years of the Texas Project, 1,007 registered for the television course. From that number 604 are teaching and continuing progress toward permanent certification.

One of the richest rewards of the Texas Project has been the in-service education for more than 25,000 teachers.

The project also developed a cooperative state-level instructional program. Although the Texas Education Agency provided direct coordination for the project, virtually all schools, colleges and universities, and many state-wide organizations offered their full cooperation.

Although it had definite objectives from the beginning, the project plan was kept flexible. The staff avoided built-in commitments and changed the format of the program each year. An experimental project, it leaves the way open for more experimentation in teacher education.

It gave colleges the opportunity to plan individual programs for mature college graduates. It raised a significant question which is continuing to draw wide consideration by college and state officials:

Should a person with a liberal arts degree, the experience of parenthood, and perhaps several years of employment in some other vocation, be expected to fulfill the same professional requirements that are required of a beginning undergraduate in teacher education?

Another of the important developments of the Texas Project was its demonstration that gifted teachers can reach a much wider audience than the traditional classroom of 15 to 20 students through the marvelous medium of television.

The benefits of "Adventures in Education" continue long after the original telecasts were made. During 1958-59 the kinescope recordings of the complete series of "Adventures in Education" were used by Louisiana television stations in cooperation with the Louisiana State Department of Education. Copies of the programs have been widely circulated in Texas as well as in other states.

The project staff found that untold hundreds of people welcome additional educational opportunities. Time and again, young mothers wrote to the Texas Education Agency expressing gratitude for the opportunity to "go to school again."

For thousands of Texans, a thirst for knowledge was satisfied--at the same time more teachers were recruited for Texas schools.

STAGE SETTINGS FOR EDUCATIONAL CHANGE

State-Wide Curriculum Revision

Although the main objective of the Television Project was the recruitment of more teachers for Texas schools, the Project set the climate for other important and continuing investigations into curriculum, teacher education, and the problems of the small schools.

The television programs gave impetus and public attention to eleven state Curriculum Commissions studying needed revisions in what Texas schools teach.

Specific suggestions and proposals for curriculum changes were made to the state-wide television audience.

Recommendations of the curriculum commissions will be given a trial period of experimentation in schools throughout the state during the 1959-60 school year. The State Board of Education will review recommendations for other curricular changes which are being received from all areas of the state.

THE TEXAS SMALL SCHOOLS STUDY

It has become more and more apparent that if the small school is to survive, it must become stronger and more versatile in terms of subject offerings and staff capabilities.

The Television Project, by developing a broad acquaintance with the elements that make a strong and vital school, has helped to create a favorable climate for studying the problems of small schools.

Among the objectives of the Small Schools Study is to help up-grade the professional competence of administrators and instructional leaders. Superintendents of small schools are helping with the study to:

1. Design a curriculum for small schools
2. Form criteria by which schools can evaluate themselves
3. Study ways to provide special services for small schools
4. Strengthen administrative leadership for the schools with fewer students.

Teacher Education

The Television Project's most far-reaching contribution has been its influence on teacher recruitment and teacher education. Prospective teachers have been recruited from:

1. High school graduates entering college for the first time.
2. The liberal arts college graduate.
3. Teachers certified in other states.
4. Liberal arts graduates from colleges outside of Texas.

The State Board of Education Study Committee on Teacher Education has analyzed and has taken steps to strengthen Texas' policies on:

1. Issuance and renewal of Emergency Teaching Permits to such individuals as liberal arts graduates and teachers wishing to change from assignments in the secondary schools to elementary grades, and vice versa.
2. Certification of out-of-state applicants.

The State Board of Examiners for Teacher Education is studying solutions to these problems:

1. How many professional education courses should be required for certification?
2. How can a teacher certified in one teaching field transfer to another?
3. How can the need for an accelerated program in teacher education for exceptionally able college students be fulfilled?
4. What should be the preparation program for certifying persons who hold college degrees?

The State Board of Examiners for Teacher Education has entered into an extended study of the following problems:

1. The amount and content of subject matter specialization needed for elementary teachers, secondary teachers, special education teachers, special area teachers, and vocational teachers.
2. The amount, content, and scope of academic preparation in the liberal arts which will best prepare a person for teaching.

3. The amount and kind of preparation in professional education which best equip teachers in the various areas of teaching.

4. The relationships among colleges, public schools, and the state which result in the most efficient preparation of teachers, especially in student teaching.

5. The value of examinations in selecting and certifying teachers.

CONTENTS

Presentation Methods and Program Distribution

Participating Texas Television Stations

Programming Coverage "Let's Teach"

Programming Coverage "Adventures in Education"

Programming Coverage "Texas Curriculum Studies"

Appendix

PRESENTATION METHODS AND PROGRAM DISTRIBUTION

Without the complete cooperation of the Texas Television Industry, a program such as the Texas Television Project would not have been possible. Through their participation and contributions of time, actual production, guidance, and counsel, use of facilities and various other ways the programs were available to almost every home in the State.

Three distinct means of distributing programs, as a part of the experimental phase of the project, were employed.

1. Local Instructors in 14 television stations used a script prepared at the Texas Education Agency - for local live telecasts.

2. Live network service combined with kinescope recorded programs for stations outside the network.

3. All programs presented by kinescope recordings.

"Let's Teach" 1956-57

The programs were written and furnished by the Agency Project Staff to fourteen instructors at fourteen different stations each week.

Chief Advantages of this distribution method:

1. Local Instructor attracts local viewing.

2. Program can be re-tailored by Local Instructor to meet local need.

3. Decentralized control requires more active local committee participation.

Chief Disadvantages:

1. Difficult to maintain control toward project objectives.

2. Wide dissemination of funds limits individual program budgets. Consequently--guests, materials, etc. became the responsibility of the instructor.

3. Extensive mail problems--Duplication of films, slides, scripts, and other materials.

"Adventures in Education"

Programs were written by the Instructor. Twelve-station network carried the programs live. The remaining stations unavailable to the network-were furnished kinescope recordings.

Chief Advantages:

1. Immediacy - Programs could be written to include material of the hour. Same program-same time-same day throughout the state.

2. Direct approach - Immediate audience reaction provided valuable guidance for subsequent programs.

3. Unification - Publicity, station servicing, committee work, correspondence with students, and other works of the project could be handled more efficiently because of the sameness in time of program.

Disadvantages:

1. Production problems - Producing a live program and recording it on film with same use of studio facilities.

2. Travel requirements - Commuting each week to and from station of network origination.

3. Time - Minimum time between programs. Program quality dependent upon program plans.

"Texas Curriculum Studies"

Entire series produced and recorded on film for distribution across the state. Six copies of each program were made, and each copy was scheduled to be used by three or four stations before it was returned to the Texas Education Agency.

Chief Advantages:

1. Programming - Kinescope recording provides the means for the individual station to present the program at an hour most agreeable to local requests.

2. Production - Programs could be prepared and reviewed before scheduled telecasts. Also, flexible production schedule made it possible to record participants according to their available time.

3. Library of Programs - The programs after use by scheduled television stations were widely distributed to meet requests by educational institutions and educational television stations, both in Texas and out of the state.

Disadvantages:

1. Video Picture Quality - Experienced some difficulty in maintaining good reproduction picture quality. Many stations dislike to use kinescope recorded programs.

2. Programming - Various program schedules between stations reduces immediacy advantage of the media, material presented had to be written for viewing by students three or more weeks later.

3. Budget and Service - Cost of film including shipment, service, and related correspondence somewhat high. Difficult to service all areas with organized publicity. correspondence with students, and individual station requirements.

PARTICIPATING TELEVISION STATIONS

KRBC-TV, Abilene
KGNC-TV, Amarillo
KTBC-TV, Austin
KFDM-TV, Beaumont
KTBX-TV, Bryan
KRIS-TV, Corpus Christi
KZTV-TV, Corpus Christi
KROD-TV, El Paso
WBAP-TV, Fort Worth
KPRC-TV, Houston
KUHT-TV, Houston
KCBD-TV, Lubbock
KTRE-TV, Lufkin
KOSA-TV, Odessa
KCTV-TV, San Angelo
WOAI-TV, San Antonio
KLTV-TV, Tyler
KWTX-TV, Waco
KRGV-TV, Weslaco
KFDX-TV, Wichita Falls

PARTICIPATING UNIVERSITIES AND COLLEGES

Abilene Christian College
Austin College
Baylor University
Bishop College
East Texas Baptist College
East Texas State College
Hardin-Simmons University
Howard Payne College
Incarnate Word College
Lamar State College of Technology
McMurry College
Mary Hardin-Baylor College
Midwestern University
North Texas State College
Odessa College
Our Lady of the Lake College
Pan American College
Prairie View A. & M. College
Rice Institute
Sacred Heart Dominican College
St: Mary's University
Sam Houston State College
Southern Methodist University
Southwest Texas State College
Southwestern University
Stephen F. Austin State College
Sul Ross State College
Texas A. & M. College
Texas A. & I. College
Texas Christian University
Texas College (Tyler)
Texas Lutheran College
Texas Southern University
Texas Technological College
Texas Wesleyan College
Texas Western College
Texas Woman's University
Trinity University
University of Corpus Christi
University of Houston
University of St. Thomas
University of Texas
Wayland College
West Texas State College
Wiley College

LET'S TEACH PROGRAMS

Fall Course

Overview of the School and Teaching

1. The School and Its Community.
2. The Teacher's Responsibilities.

The Pupil

3. Pupil Development.
4. Developmental Tasks.
5. The Learning Process.

The Curriculum

6. The Curriculum.
7. Leadership in Curricular Decisions.

The Teacher in the Classroom

8. Planning for Instruction.
9. Managing the Setting.
10. Guiding the Pupil.
11. Directing the Learning.
12. Checking Pupil Progress.
13. Review of Fall Course.

Spring Course

Teaching Materials

1. Using Teaching Materials in the Classroom.
2. Textbooks.

3. The Library.

4. Using Graphic Materials.

5. Using Audio and Projected Materials.

Staff Relationships and Special Services

6. Pupil Services in the School.

7. The Teacher and the Guidance Program.

8. Educational Measurement.

9. Caring for the Extremes.

Relationships with the Community and the Profession

10. The Teacher, a Link with the Community.

11. The Teacher and the Profession.

Self Evaluation

12. Self Evaluation.

13. A Look Ahead.

Point of View

1. Universal Education as the Guardian Genius of Democracy.
2. The Teaching Profession Vital to Society.
3. The United States' Education Seen Through Foreign Eyes.
4. Education's Foundations in the Arts and Sciences.

Education as the Living Past

5. The Role of the Teacher in the Dawn of United States Education. (-1800)
6. The Teacher and the Conquest of a Continent. (1800-1900)
7. United States Education's Coming of Age in the World. (1900-)

The Direction of Education

8. Philosophy's Uses in Planning Wise Directions for Education.
9. The Teacher, the Law and the Structure of United States Education.

Patterns and Operations of Education

10. The Teacher's Many Roles.
11. Insight into the Nature of the Child and Individual Differences.
12. The Universe and Community in Which the Child Grows.
13. The Teacher and Theories of Learning and Growth.
14. The Design and Planning of Courses and Lessons.
15. Teaching as a Communication of Ideas, Systematic Knowledge, Skills, and Enthusiasm for Learning.
16. The Library, the Librarian, and Instructional Materials.

17. The Well Designed Use of Audio-Visual Materials.

18. Dicipline and Measurement of Growth as Components in the Art of Teaching.

19. Supervision and the Improvement of the Quality of Instruction.

20. Administration and the Advancement of Effective Teaching.

21. Learning from the Great Teachers of the Past and Present.

Cycles in Education

22. Parents and the Community as Teachers.

23. Progress in the Realm of Elementary Education.

24. The Unique and Invaluable United States High School.

25. United States Higher Education and the Keys to our Future.

The Open Future in Education

26. Teachers Teach Themselves and Participate in Humanity's Vast Future.

TEXAS CURRICULUM STUDIES PROGRAMS

Program 1	**Introduction -- to the 1958-59 curriculum study project presented by Dr. J. W. Edgar, Commissioner of Education, and Robert Ashworth, President of the Texas Association of School Administrators, representing the co-sponsors of the project, and by representatives from four of the Curriculum Study Commissions.**
Program 2	**Dr. Alvin C. Eurich, vice-president of the Fund for the Advancement of Education, speaking on the current educational challenge and the need for ingenuity in education.**
Program 3	**"The Comprehensive High Schools" is discussed by Dr. James B. Conant, reporting on his study of the American Public High School.**
Program 4	**Dr. L. D. Haskew, vice-president of The University of Texas, and Dr. Ishmael Hill, assistant superintendent of the Lubbock Public Schools, discussing the current challenges facing Texas schools.**
Program 5	**The guidance program of the Tyler Public Schools.**
Program 6	**The elementary science program of the San Angelo Public Schools.**
Program 7	**The science curriculum is discussed by Dr. C. C. Doak, head of the Biology Department, Texas A. & M. College, and four talented high school students.**
Program 8	**The noted educational philosopher and school historian, Dr. Frederick Eby, (professor emeritus of education, The University of Texas), discussing general education with special attention to the social studies.**
Program 9	**The English program of the Houston Public Schools.**
Program 10	**Dr. W. T. Guy, Jr., chairman of the Department of Mathematics, The University of Texas, discussing new emphases in the teaching of mathematics.**
Program 11	**Dr. Guy continues his discussion of the mathematics curriculum.**

Program 12 — The public school history curriculum is examined by four prominent Texas historians: Dr. Bert Barksdale, head of the Social Sciences Department, Arlington State College; Dr. Joe Frantz, of The University of Texas, Department of History; Dr. William Pierce, head of the Department of History and Anthropology at Texas Technological College; and Dr. Walter Prescott Webb, professor of history, The University of Texas.

Program 13 — Carlos Rivera, bilingual supervisor for the El Paso Public Schools, demonstrates the teaching of Spanish to elementary school children with a group of first graders from Fort Worth's Meadowbrook Elementary School.

Program 14 — Secretary of the Treasury Robert B. Anderson, former chairman of the State Board of Education, speaks on approaches to the challenges facing Texas schools and on the relation of defense and education.

Program 15 — The teaching of elementary science is discussed and illustrated with films of classes. Participants are: Mrs. Kate Bell, assistant director of elementary education, Houston Public Schools; Dr. William J. Yost, professor of education, The University of Houston; and Calvin Hibler, science consultant, Texas Education Agency.

Program 16 — Dr. W. T. Guy, Jr., chairman of the Department of Mathematics of The University of Texas, applies new emphases in mathematics to the teaching of arithmetic. Appearing with Dr. Guy are a group of fourth graders from Fort Worth's Meadowbrook Elementary School.

Program 17 — The role of folklore in the curriculum is considered by a panel of specialists, consisting of: Dr. George Hendricks of the Department of English at North Texas State College; Dr. Wilson Hudson, of The University of Texas Department of English; Dr. Norman McNeil of The Department of English at Texas College of Arts and Industries; and Dr. Americo Paredes of the Department of English, The University of Texas.

Program 18 — The role of children's literature in the curriculum is discussed by Mrs. Dorothy Kendall Bracken, director of the Reading Clinic, Southern Methodist University; Mrs. Loula Grace Erdman, a novelist and teacher of

creative writing at West Texas State College; and Mrs. Alice Brooks McGuire, librarian at Casis Elementary School, Austin.

Program 19 Dr. William H. R. Shaw of The University of Texas Chemistry Department discusses secondary science teaching and illustrates the use of demonstrations.

Program 20 Dr. W. T. Guy, chairman of the Department of Mathematics at The University of Texas, shows how principles of the number system may be taught at the ninth grade level. Appearing with Dr. Guy are a group of ninth graders from Grand Prairie.

Program 21 The program of the "Junior Historians" organization is discussed by four young historians.

Program 22 Report from the English Language Arts Commission.

Program 23 Four members of the North Texas State College faculty discuss the subject-matter preparation of secondary school teachers.

Program 24 Report from the Science Commission.

Program 25 Report from the Mathematics Commission.

Program 26 "U. S. Education and Man's Vast Future" discussed by Dr. Arthur H. Moehlman, professor of the history and philosophy of education at The University of Texas.